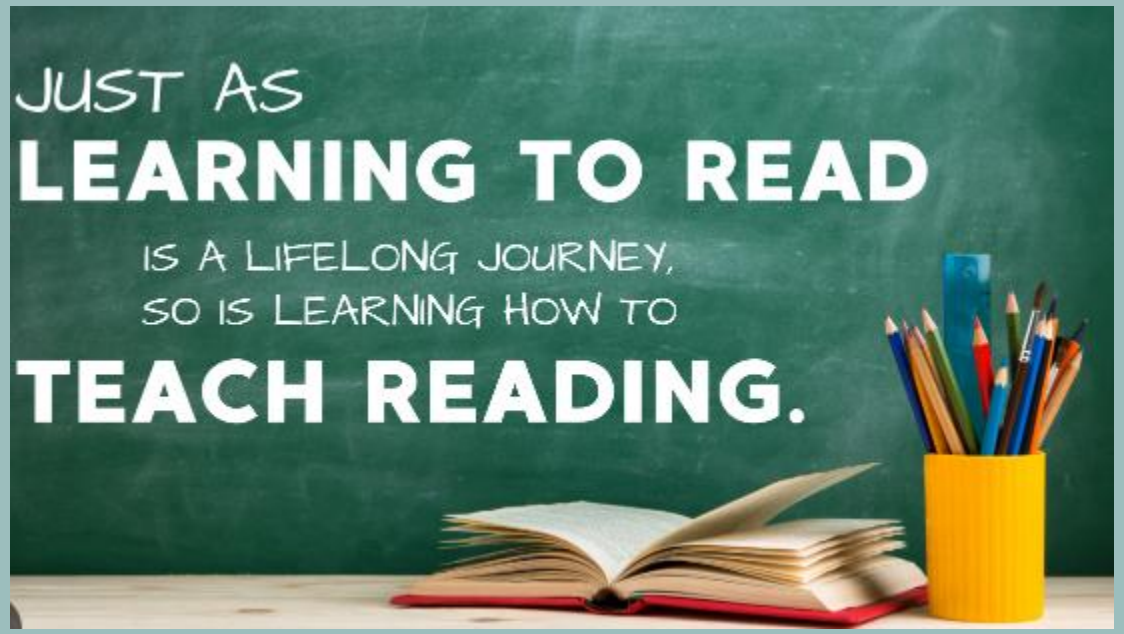


OAKHAM PRIMARY SCHOOL

Phonics Open morning
Nursery- Year 1

WHAT IS PHONICS?

Phonics is a way of teaching children to read quickly and skilfully.

The English language has 26 letters, 44 sounds and 144 different ways to spell those sounds.

Children are taught how to:

Recognise the sounds that each individual letter makes;

Identify the sounds that different combinations of letters make –e.g. ‘oo’ in look and ‘oo’ in food.

Blend sounds together from left to right to make a word.

Children can then use this knowledge to ‘decode’ new words that they hear or see.



WHAT IS PHONICS?

At Oakham we have chosen not to buy into a validated phonics scheme.

We have established our own phonics scheme over the years that has brought us excellent success and reading results we are proud of.

There is a great amount of expertise in our teaching staff at Oakham and we have used this knowledge to ensure there is a high level of good teaching and learning of phonics in the early reading years.

80% of our children got expected standard in our phonics screening test which is in line with national data.

THE PROGRESSION OF PHONICS

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

Phonics is taught in phases and typically is taught between Nursery and Year 2.

However, some children in older years might take part in phonics lessons or interventions if there are any gaps in their knowledge.

PHASE 1 – 7 ASPECTS

Aspect 1 General Sound Discrimination– Environmental Sounds • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail
Aspect 2 General Sound Discrimination – Instrumental Sounds • Develop awareness of sounds made with instruments • Listen to and appreciate the difference between sounds made with instruments • Use a wide vocabulary to talk about instrument sounds
Aspect 3 Body Percussion • Develop awareness of sounds and rhythms • Distinguish between sounds and remember patterns of sound • Talk about sounds we make with our bodies and what the sounds mean
Aspect 4 Rhythm and Rhyme • Experience and appreciate rhythm and rhyme • Develop awareness of rhythm and rhyme in speech • Increase awareness of words that rhyme and develop knowledge about rhyme • Talk about words that rhyme and produce rhyming words

PHASE 1 – 7 ASPECTS

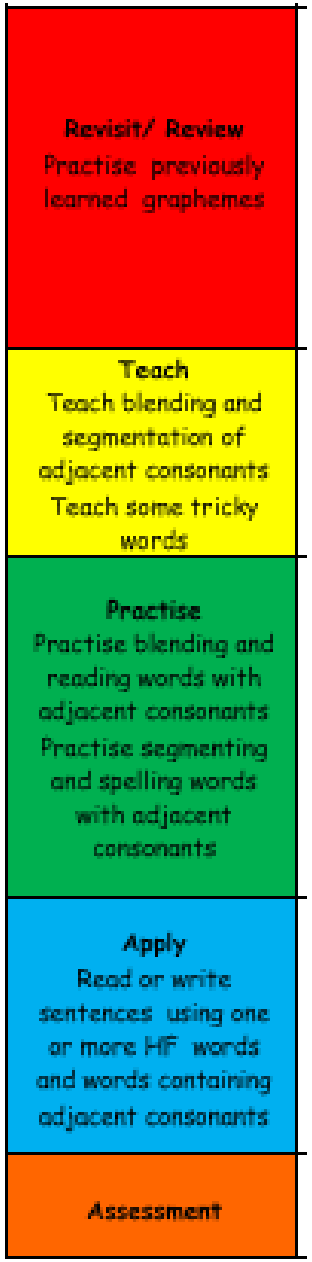
Aspect 5 Alliteration • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated
Aspect 6 Voice Sounds • Distinguish between the differences in vocal sounds • Explore speech sounds • Talk about the different sounds that we can make with our voices
Aspect 7 Oral Blending and Segmenting • Develop oral blending and segmenting of sounds in words • Listen to sounds within words and remember them in the order in which they occur • Talk about the different sounds that make up words

TEACHING PHONICS

Children are taught reading and spelling daily throughout the week and each session will follow a structured format.

The activities used to teach will vary and can be adapted. They are multisensory and appeal to different learning styles. They involve games and individual and group activities as well as teacher-led sessions.

Teachers will assess children's understanding throughout each session and will also assess knowledge of sounds to see whether a child is ready to move on to the next phase.



Assessment at the end of a phase will usually involve asking children to name sounds to check that they know all of the Phase 2 sounds before they move on to Phase 3. Teachers will also assess ability to blend sounds to read words.

PHONICS TERMINOLOGY

systematic synthetic phonics - The teaching of reading and spelling by breaking down words into the smallest unit of sound.

phoneme - Any one of the 44 sounds which make up words in the English language.

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

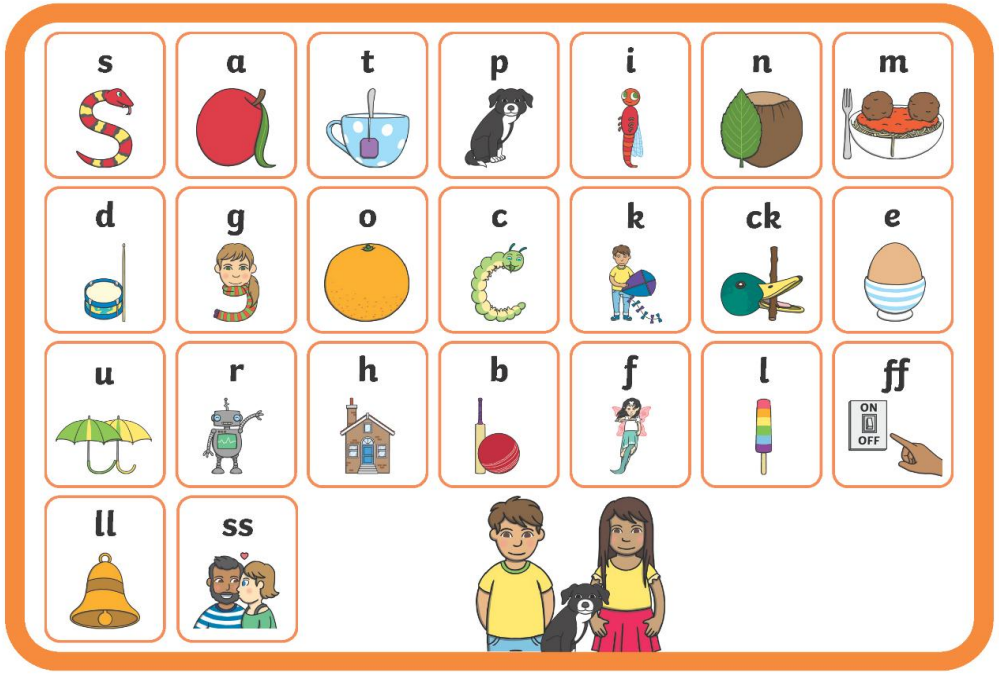
blending – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'.

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'.

PHASE 2

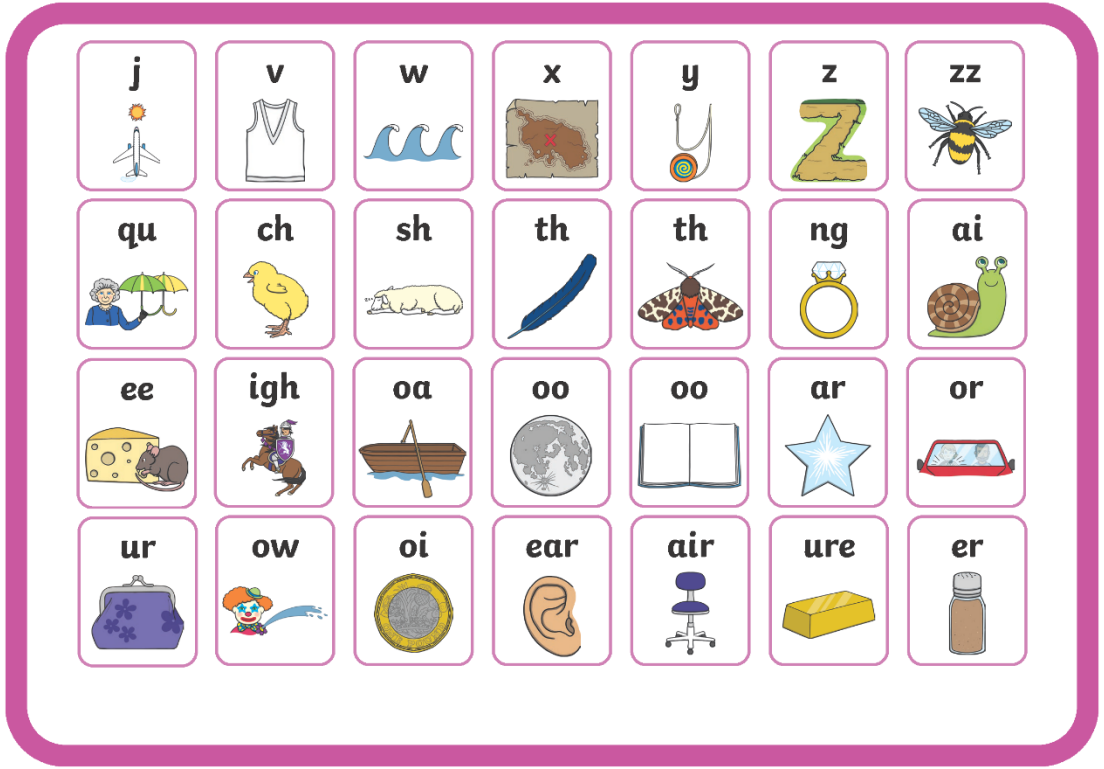
Phase 2 will be taught when they start their formal education in reception.

The will learn single sounds and digraphs. An example of the sounds they will learn are below.



PHASE 3

In phase 3 the children will also learn single sounds as well as Consonant digraphs: ch, sh, th, ng
Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



Reading will transfer into writing skills.

At this point do not be alarmed if their writing reads like this.

I luv yoo.

Mi momee iz mi best frend.

Phonetically plausible is celebrated at this point.

In terms of the digraph sounds the children should read them as c-ow not c-o-w

PHASE 4

By the time children start phase 4, they will be able to represent each of 42 phonemes with a grapheme.

Phase 4 phonics lasts around 4 weeks and teaches children to blend and segment longer words with adjacent consonants.

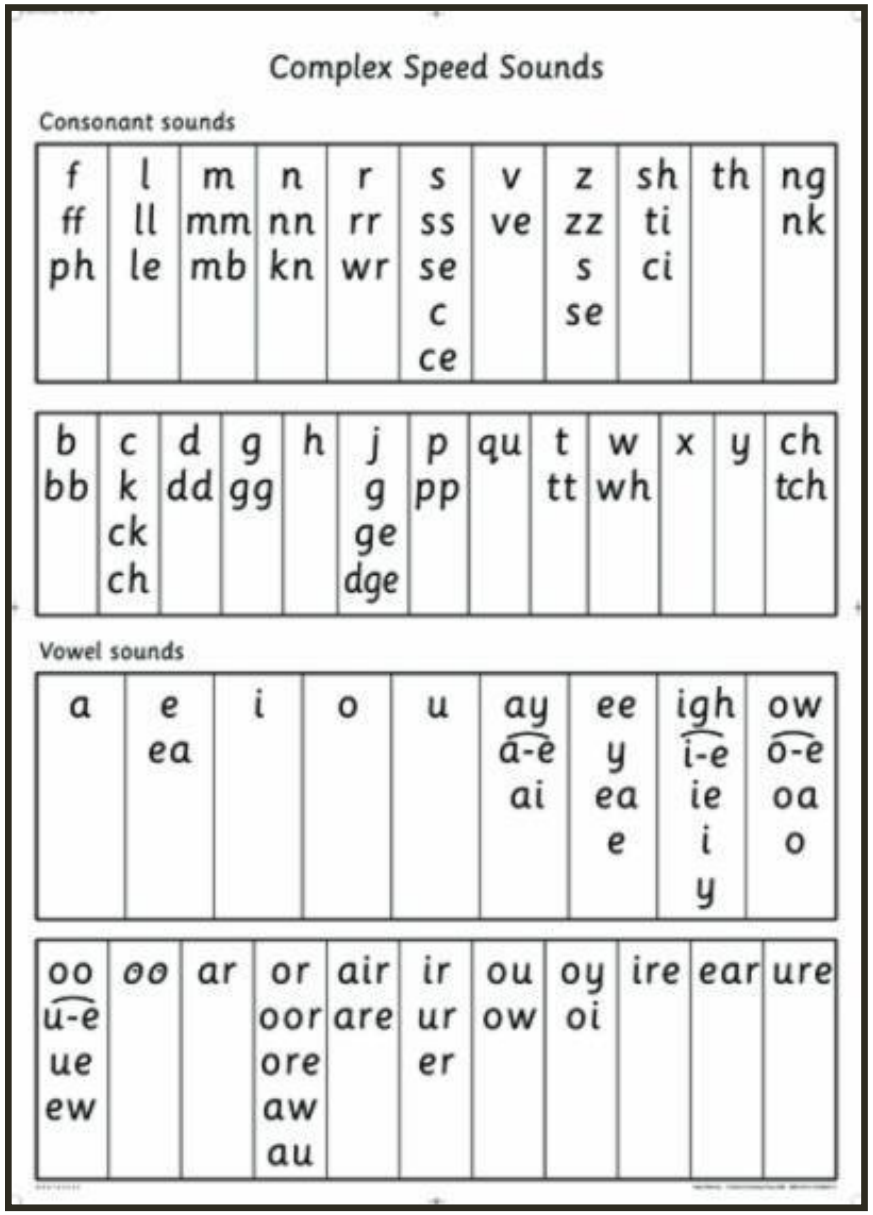
Children will continue to practise the letter sounds (phonemes) they learnt in Phase 2 and Phase 3. They will practise instant recall of these sounds as well as blending them together to read words.

PHASE 5

Children will be taught new graphemes and alternative graphemes for the sounds they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.



PHASE 5



Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i y	ow o-e oa o

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

It is at this point that we should start to see our children begin to choose the correct grapheme for their written words.

PHASE 6

In Phase 6, children will be reading longer and less familiar texts independently and fluently. It is crucial that, at this point, children are now reading to learn and reading for **pleasure**.
Children should be able to read the 300 high-frequency words.
It is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts that they are reading, construct mental images during reading and summarise what they have read.
In spelling, children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase, children are encouraged to develop strategies for learning spellings. This is also supported in school by our approach to taught spelling strategy sessions.

PHONICS SCREENING CHECK

In June, all year 1 children are expected to complete the year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.

The outcome of this check enables practitioners to see if any children may need additional support to help them make progress in year 2.

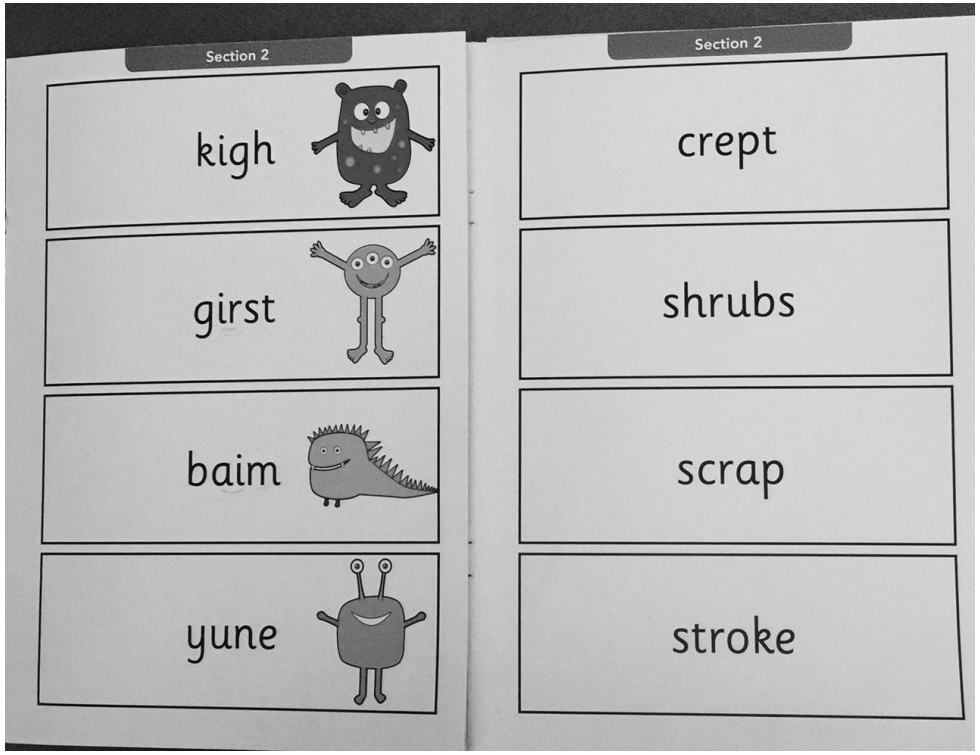
The check will take 5 to 10 minutes to complete.

They will be asked to 'sound out' a word and blend the sounds together. e.g. d-o-g – dog.

The check will consist of 40 words and non-words.

Children will be told if the word is a real or 'alien' word, with a corresponding alien image.

PHONICS SCREENING CHECK



The children will be scored against a national standard (*determined by the DfE*).

The pass mark has traditionally been 31 out of 40.

We will inform you of the results during the summer term.

If your child's score falls below the national standard they will be supported and will complete the screening in Year 2.

If your child is absent for the test, the school must administer the test to your child before the end of June.

HOW CAN YOU HELP?

First and foremost, we are here as a team to support one another to help your child achieve all they are capable of, so use us as a resource. If you are unsure ask what you can do to help. If you are not sure on the correct terminology to use with your children, ask us.

At a minimum we need you to be reading with your child 3x per week.

Record in your child's reading record.

Read stories to your child.

In reception we assess their letters and sounds weekly. You will find on your child's book bag what they are currently working on and what needs practising.

USEFUL WEBSITES



@phonicsfamily
@fiveminutemum

- http://www.oxfordowl.co.uk/question/index/3
- http://www.phonicsplay.co.uk/ParentsMenu.htm
- www.ictgames.com/literacy.html
- http://www.letters-and-sounds.com/
- http://www.ngfl-cymru.org.uk/vtc/ngfl/ngfl-flash/alphabet-eng/alphabet.htm
- http://www.bbc.co.uk/schools/wordsandpictures/index.shtml